

AFIADL-13

Civil Air Patrol Senior Officer Course

Original Material Provided Courtesy of John Quinn – CAP - Ohio Wing
Modified for the Black Sheep Senior Squadron (CO-162)
By James F. Smith, Capt CAP
Updated 15Jan2005

Outline Study Guide

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Introduction

What is AFIADL – Course 13?

This is a free four-volume correspondence course from the Air Force Institute of Advanced Distance Learning (AFIADL). It provides the principles needed to operate successful squadrons. The Specialty Tracks focus on *what* to do. This course focuses on *how* to do it. Squadron Leadership School focuses on *integrating* the Specialty Tracks and this course to meet your unit's mission goals and objectives.

For those pursuing promotion through the Senior Member training program, this course, or its equivalent as specified in CAPR 50-17 *CAP Senior Member Training Program* and is required for promotion to Captain and the Certificate of Proficiency for completing Level II. For cadets, this course may be taken in place of National Cadet Officer School or Region Cadet Leadership School, as the requirement for promotion to Cadet Lieutenant Colonel and the Eaker Award for completing Phase IV.

How do I use this Outline Study Guide?

The AFIADL-13 **End of Course Examination** is closed book and must not be compromised. This Outline and Study Guide is not intended to “teach the test.” Each volume consists of Sections and Units. At the end of each section are **Self-Test Questions** (with answers), which are in fill-in and occasionally matching format. At the end of each unit is a **Unit Review Exercise** (with answers), which are always multiple choice. Often, finding answers embedded in the text is very time-consuming. The Outline Study Guide saves time.

Used with the Self-Test Questions and Unit Review Exercises, you can learn more in less time. Many visual learners find outlines to be a simple visual organizer of complex material. The organized structure helps learning and remembering, and lets you quickly see how any key idea fits in to its overall context.

Use this Outline Study Guide for self-study—or as a seminar discussion guide. In seminars, you may provide your own details and examples to assimilate, adapt, and apply better the principles in the text.

Who may take this course?

You must be a Civil Air Patrol member. If you have no Cadet Protection Program Training or Level I training, you may still enroll. However, we recommend you complete those training courses before this course, whenever possible. Also, you may use this Outline Study Guide at any portion of completion you happen to be at if you are already enrolled in AFIADL-13.

How do I get the Course?

You must complete the enrollment application (see the form below, using the directions that follow this form).

FAX COVER SHEET

To: AFIADL – FAX (334) 953-8127

FROM: _____

REGISTRAR: Please process the attached AFIADL Form 23

AFIADL ENROLLMENT APPLICATION																	
<i>(TYPE or PRINT clearly. Fill out in accordance with instruction in the AFIADL Catalog.)</i>																	
PRIVACY ACT STATEMENT 1. AUTHORITY: 14 USC3101; 10 USAC 8012; EO 9397 . PRINCIPAL PURPOSE: Used for individuals to provide information to AFIADL for enrollment in a specific correspondence study course. 3. ROUTINE USE: To provide AFIADL course enrollment. 4. DISCLOSURE: Voluntary. However, if information is not provided. enrollment cannot be accomplished.																	
1. AFIADL COURSE NUMBER										2. SOCIAL SECURITY ACCOUNT NUMBER				3 IDENTITY CODE CATEGORY			
0 0 0 0 1 3														7			
4. NAME <i>last</i> <i>first</i> <i>middle initial</i>										5. PAY GRADE				6 REASON FOR ENROLLMENT CODES			
7 ADDRESS										8. TCO PHONE N/A				<input type="checkbox"/> MANDATORY <input checked="" type="checkbox"/> VOLUNTARY			
										9. COURSE TITLE CAP Senior Officer's Course							
										10. SIGNATURE AND TITLE OF APPROVING OFFICIAL							
ZIP CODE										SIGNATURE							
11. ZIP CODE/SHRED OF TEST CONTROL FACILITY										TITLE							
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AFIADL FORM 23, 20000609

Replaces ECI Form 23, 19 950301, which will be used

Fill in the items in **bold** below:

- Item 1 is **000013** for CAP Senior Officer Course.
 - Item 2 is your **social security number**.
 - Item 3 is **“7”**.
 - Item 4 is your name—**last, first, middle initial**.
 - Item 5 is **E-1 if you have no grade, O-1 for 2nd Lt, O-2 for 1st Lt; C-3 for Capt, and C-4 for Maj.**
 - Item 6 mark **“voluntary.”**
 - Item 7 is **your address**.
 - Item 8 is **N/A**.
 - Item 9 is the name of the course (**CAP Senior Officer Course**) and corresponds to the numbers you entered in Item 1.
 - Item 11 is **809143103-8** if you are in Colorado Wing. (This is the “SHRED” code – a modified ZIP code used for internal Air Force mail.)
 - Item 10 is the **signature of your squadron’s authorized officer**. (Usually the Squadron Commander, Training Officer, or Professional Development Officer.)
-
- Fax the form to AFIADL at the number shown on the form.
 - Send a copy to your squadron’s Professional Development Officer.

What do I do when I get my materials?

Before receiving the materials, you will receive a postcard from AFIADL saying the course materials are being mailed. **Keep this card in case you don’t receive the materials within a month.**

- Using the packing list, inventory the items.
- Separate them according to volume.
- Put them in a three-ring binder.
- Post the updates and changes.
- The multiple choice answer sheets are not necessary.

How do I order the test?

Order the test as soon as you receive the study materials (see next item). It takes about a month for your testing officer to have it for you, and you have six months to take it. By then you will have finished studying the course.

You can order the test via the Internet. Go to: <http://afiadl.custhelp.com/>

Click on “Login” and follow the instructions to register with the site.

Once registered, login to the site.

Click on the tab “Ask a Question”

In the “Question Data” box enter the following information:

Send course exam for Course #000013 (CAP Senior Officer Course) to:

Test Control Officer - CAP CO Wing

360 West Otis Street

Peterson AFB, CO 80914

SHRED 80914-3103-8

Test is for:

FirstName MiddleName LastName, Rank CAP

SS# xxx-xx-NNNN (use only the last 4 digits of your Social Security number)

Street Address

City, CO ZIP

In the “Categories” box select “Civil Air Patrol Courses”.

In the “Course Name/Number” box enter #13–CAP Senior Officer Course

In the “Branch of Service” box select “Civil Air Patrol”

Click on “Submit Question”.

You can later check on the status of your request by logging into the site and clicking on “My Questions/Answers”.

Your test will be sent to the Wing Test Control Officer who will forward it to your Squadron Test Control Officer. This frequently takes 2-6 weeks.

What do I do when I am ready to test?

Schedule your End of Course test with your Squadron Testing Officer (see Black Sheep web site for the name of the person currently holding this position)

Review this Outline Study Guide, the Practice Exercises the Unit Review Exercises, and the volumes you studied and highlighted.

Take the test. It is closed book and consists of about 80 multiple-choice items.

How do I know if I passed the course?

Your testing officer will mail your results to AFIADL.

In a week or two AFIADL will send you a post card telling you what your score was and whether or not you should re-test.

About a month after you pass the test, AFIADL will mail you a course completion diploma.

Make a copy of the diploma and send it to your Squadron Administrative Officer to put in your personnel file (see Black Sheep web site for the name of the person currently holding this position). Keep the original diploma for your own records.

All material has been taken directly from the study manuals
for the CAP Senior Officer Course – ECI 13.
Items in **bold** text relate to Self-Test and Unit Review questions.
Items are underlined for emphasis.

Volume 1 - History, Mission, and Organization

Unit 1: Air Force History, Mission and Organization

(1-1) HISTORY

(001) Before World War I

1. **Kitty Hawk, North Carolina—17 December 1903**, first successful piloted heavier than air flight covered 120 feet and lasted 12 seconds, flown by Orville Wright.
2. The US Army and aviation
 - The Army's Board of Ordinance and Fortifications rejected the Wright brothers' offer to help because of bad press over Langley's aviation failure.
 - **In 1908 the War Department contracted with the Wright brothers for an airplane to carry two men in continuous lift for one hour at a speed of not less than 40 miles per hour.** Lt. Thomas E. Selfridge died in one of the test flights.
3. Weapon of war—first used for reconnaissance, then offensive with a mounted rifle, then by dropping two-pound sandbags.

(002) World War I

1. Entry into the war
 - Up to now aeronautical progress was slow principally due to public apathy and minimal Government support.
 - **Major William (Billy) Mitchell left Spain to visit the front as an observer.**
2. Research and development during the war
3. **Operations in France—Captains Eddie Rickenbacker and Douglas Campbell became the first US aces.**

(003) Between World War I and World War II

1. Struggle for autonomy
 - **General Mitchell began urging an independent air force** for Army and Navy, was popular with the public, and believed air power would dominate ground and sea forces in total war. He receives credit for showing an otherwise apathetic public the importance of air power, helping to achieve status for the Army Air Corps.
2. The Army Air Corps
 - Created by the Army Reorganization Act of 1920.
 - Only flying officers could command flying units.
 - Charles Lindbergh made his famous solo flight from New York to Paris in May 1927.
3. **Advances in aircraft design and construction—the monoplane, all-metal construction (the B-9 bomber), and retractable landing gear.**
4. Establishment of General Headquarters (GHQ) Air Force—provided centralized command of combat air forces using longer range/heavier bombardment aircraft.

5. Army Air Forces

- Established for overall command of the Air Corps and GHQ, Air Force
- **Air Plans Division-1 set down air concepts and doctrine used throughout World War II.**
- Under the threat of war, the AAF rapidly expanded.

(004) World War II

1. AAF expands
2. **US air power's initial response was the Doolittle Raid on Japan.**
3. US bombers in Europe and Africa—the North African campaign proved the need for an air commander to direct air-ground operations; land power and air power are co-equal and interdependent forces. Neither is an auxiliary of the other.
4. **Operation OVERLORD—invasion of Normandy, air superiority was the foundation of most Allied success in both air and ground offensives.**
5. The air war in the Pacific—Hiroshima

(005) After World War II

1. US air power developments between 1945 and 1950
 - Fear of swift atomic retaliation was greatest single deterrent to communist aggression.
 - Chuck Yeager broke the sound barrier.
 - B-47, first all jet swept-wing bomber becomes operational in 1950.
 - **Berlin Airlift in 1948 becomes the US Air Force's first "battle" of the Cold War and the Soviet Union's first Cold War defeat.**
2. **The first operational commands established in 1946 were—SAC (Strategic Air Command), TAC (Tactical Air Command), ADC (Air Defense Command)**
3. The National Security Act of 1947
 - A departure from the traditional reduction of standing forces in peacetime.
 - The basis for establishing military strength in peacetime adequate to deter war.
 - Created the USAF
 - General Arnold displayed exceptional forethought by writing detailed Army to Air Force transition plans; **General Spaatz is architect of US Air Power.**
 - Services under unified control to prevent unnecessary duplication of effort.
 - Authorized Joint Chiefs of Staff (JCS) and Secretary of Defense
 - **General "Twooey" Spaatz became the final champion of autonomy for the Air Force and it's first Chief Of Staff.**
 - Amendment of 1949 gave Secretary of Defense authority and control of the services

(006) The Korean War era

1. US had limited ground and air strength to fight a conventional war.
2. **Lt. Hudson received credit for the first aerial kill of the war.**
3. **The first use of jet fighters by both sides in aerial combat took place in November 1950 between the F-80 Shooting Star and the Russian built MIG-15. The F-80 emerged the victor.**
 - Although the US F-80 was inferior in performance, superior training and adaptation to tactics made it the victor over the MiG 15 with a kill ratio of 14 to 1.
4. **In the Korean Airlift, helicopter evacuation of injured personnel reduced casualties by unprecedented percentages and resulted in full acceptance of it by US military forces. (The self-test answer key on page 1-46 gives the answer "as gunships.")**

(007) Air Force evolution in the atomic age

1. **North American Aerospace Defense Command (NORAD) created with Canada in 1957.**
2. **General Nathan F. Twining became first USAF Chairman, Joint Chiefs of Staff.**
3. B-52 becomes the first jet bomber.
4. **B-58 Hustler becomes first supersonic medium bomber.**

(008) Emergence of a new aerospace concept

1. **Major Howard C. Johnson piloted an F-104 to set a 1958 world altitude record.**
2. **U-2 high-altitude jet reconnaissance plane involved in 1962 Cuban missile crisis.**
3. **Commander Alan B. Shepard Jr. rocketed 116.5 miles above Earth (sub orbital space) in a Mercury capsule.**
4. Lt. Col. John Glenn becomes first American to orbit the Earth in 1962.

(009) War in Vietnam

1. Rolling Thunder
2. From 1965 to 1968 was intended to warn of heavier punishment by air strikes in North Vietnam.
3. **USAF used EF-4 Wild Weasel fighter and Shrike rockets.**
4. **The Shrike rocket was used effectively against the Soviet-built surface-to-air missile sties during the Vietnam War.**
5. **Linebacker II convinced the North Vietnamese to sign a cease-fire agreement.**

(010) The early post-Vietnam years

1. The total force concept was a total reverse of policy. The reserves replace the draft as the initial augmentation source of the active duty.
2. **The USAF responsible for aerial navigator training for all armed services.**
3. **The Tactical Air Command takes over responsibilities of the USAF Southern Command in 1975.** (This answer is from the answer key, but is not clear from the text.)
4. **The F-16 Flying Falcon was introduced in 1976 and was capable of flying twice the speed of sound.**

(011) The Air Force from 1978 to present

1. **Today, the uses of Global Positioning Units (GPU's) run from standard navigation in civilian aircraft to movement of mission-essential equipment for Army ground units.**
2. **The space shuttle Challenger accident happened in 1986.** (The self-test answer key gives the answer as "Discovery".)
3. **In Desert Storm the F-117A stealth fighter was used in the first wave of the air attack.**

(1-2) VISION AND MISSION

(012) Vision and Mission

1. **Vision is Global Power, Global Reach.**
2. **Mission is to defend the US by control and exploitation of air and space.**

(1-3) ORGANIZATION

(013) Organization of the Air Force

1. **The major air command (MAJCOM) most closely associated with CAP activities is Air Education and Training Command (AETC).**
2. **The basic unit for generating and employing combat capability is the wing.**

(014) The Total Force

1. **Three Reserve categories:** ready reserve, stand-by reserve, and retired reserve.
2. **The President can mobilize only 200,000 troops for up to 270 days in an emergency.**

Unit 2: Civil Air Patrol History, Mission and Organization

(2-1) HISTORY

(015) The need for a Civil Air Patrol

(016) The realization of a national Civil Air Patrol

1. **Army Air Forces officers helped set up and administer CAP.**
2. **CAP was officially created on 1 December 1941.**
3. **Major General John F. Curry, US Army Air Corps, was its first commander.**
4. **Flying 500 feet, Earle L. Johnson dropped the sandbags on the roofs of three Cleveland plants to prove the industry's vulnerability to air attack.**

(017) CAP World War II activities

1. **CAP leaders urged the War Department to give their newly organized force a chance to help combat the submarine menace.**
2. **The bases from which submarine patrols were launched were Atlantic City, New Jersey; Rehoboth, Maryland; and Lantana, Florida.**

(018) Other wartime missions

1. **CAP planes had a Border Patrol mission and were responsible to look for unusual activities that might indicate spies or saboteurs entering or leaving the country.**
2. **CAP tows targets for air-to-air gunnery practice by fighter aircraft and night missions for searchlight and radar anti-aircraft battery practice.**

(019) Change in command jurisdiction

1. **CAP becomes an auxiliary of the Army Air Force on 29 April 1943.**
2. **CAP flew 500,000 hours of missions in support of the war effort.**

(020) The future of postwar CAP uncertain—CAP hosted a congressional dinner to thank President Truman, Congress and General Arnold for allowing CAP to serve in WW II. But in 1946 the AAF withdrew its monetary support in response to Army Air Force budget cuts.

(021) Incorporation of Civil Air Patrol on July 1, 1946, Public Law 476. Some objectives were to provide senior officers and cadets ground and preflight aviation education and training, provide air service under emergency conditions, and establish a radio network covering all parts of the US for both training and emergency use.

(022) Permanent status as USAF auxiliary on May 21, 1948 by Public Law 557. Currently supported by Air Education and Training Command (AETC).

(2-2) ORGANIZATION AND MISSION

(023) The organization of Civil Air Patrol—National Headquarters at Maxwell AFB, AL and has eight regions.

(024) **The three missions of Civil Air Patrol—emergency services, aerospace education, cadet training.**

1. CAP's emergency services include air search and rescue, disaster relief, and civil defense. Counterdrug assistance to the US Customs Service was not originally included but was added in 1985.
2. The purpose of cadet training is to inspire the country's youth to become leaders and good citizens through interest in aerospace.

(025) The USAF-CAP relationship

1. CAP is a voluntary, benevolent, noncombatant service
2. The USAF supports the CAP with technical information and advice. Through a program called Summer Encampments, the Air Force hosts cadets each summer at different military installations.

Volume 2 - Professional Knowledge

Unit 1: National Customs

Customs are practices established by usage, often over a long period of time. They also have the effect of unwritten or common law, and also tend to become written into directive or statutory law. Courtesies are marks of respect paid to persons or to symbols.

(1-1) THE GREAT SEAL AND NATIONAL ANTHEM

(200) The history and uses of the Great Seal of the United States

1. **The first reproduction of the Great Seal was first printed on the dollar bill in 1935.**
2. **The Great Seal is in the custody of the Secretary of State.**
3. **The Great Seal is affixed to instruments of ratification of treaties after they have been signed by the President and counter-signed by the Secretary of State.**
4. **The Great Seal is impressed upon certain official documents of state to authenticate the various official acts of our government.**
5. **Charles Thomson selected certain features from all reports and designs of all three Congressional committees and rearranged them, writing a description and making a rough drawing in color of the new combination, and William Barton made further revisions. The credit goes to them both for designing the Seal.**

(201) The origin of the National Anthem

1. **Francis Scott Key wrote words.**
2. **Inspired by British attack on Ft. McHenry.**
3. **Tune from English song “To Anacreon in Heaven.”**

(1-2) THE AMERICAN FLAG

(202) Early American flags

1. **Gadsden flag was a yellow field with a rattlesnake in a spiral coil. Motto “Don’t Tread on Me”**
2. **Moultrie flag was blue with a white crescent in the upper corner next to the staff. It was the first distinctive American Flag flown in the South. Motto “Liberty of Death”**
3. **Bunker Hill flag included a pine tree.**
4. **Bennington flag is similar to the present flag. Carried by Green Mountain Boys.**

(203) History of the US flag

1. **Grand Union Flag—first flag that resembles present flag**
2. **The Continental Congress passed the resolution that established the Stars and Stripes on June 14, 1777.**
3. **A law passed by Congress on April 4, 1818 returned the flag to its original design of 13 strips and provided that a new star be added to the blue field for each state joining the Union.**

(204) The laws and regulations pertaining to the US flag

1. **An Act of Congress or by Presidential Order may alter the design of the flag.**
2. **Public Law 829-77 of December 22, 1942 serves as a guide on displaying the flag for all citizens not required to conform to regulations of the Armed Forces or other branches of the government. The Air Force prescribes the use and display of the flag in AFI 84-101.**

(205) Ways to display and pay respect to the flag

1. **Base flag (8 feet by 17 feet) is displayed in fair weather from reveille to retreat on a stationary flagstaff.**
2. **All purpose flag used by the recruiting service, as an internment flag, and during stormy weather in place of the base flag.** (From the text. The self-test answer sheet says the Ceremonial flag is used for internment.)
3. Ceremonial flag is carried by color guard on occasions of ceremony.
4. **Organizational flag is carried on all ceremonies when the ceremonial flag is not used.**
5. **The two principal flag ceremonies are reveille and retreat. At both ceremonies, at the first note of the National Anthem or “To the Colors” all military members present not in formation stand, face the flag or sound of music when the flag is not visible, and render a salute, holding it until the last note of music is played.**

Unit 2: Air Force Customs and Courtesies

(2-1) A SYMBOL OF DISCIPLINE

(206) Discipline and the observance of military customs and courtesies

1. **The code of behavior on which members of the Civil Air Patrol interact is based on customs and courtesies.**
2. Why customs and courtesies? It unifies strangers who have not otherwise met and requires discipline to carry out.
3. **The only consistently effective way to handle subordinates who resent customs and the discipline they symbolize is to be a leader who practices the best aspects of leadership and teach them their value by being courteous yourself.**

(2-2) MILITARY CUSTOMS AND COURTESIES

(207) Observing military customs

1. **RHIP means rank has its privileges.**
2. **Place of honor—walk or ride abreast of the senior person, and to the left.**
3. **Taboos are actions and words outlawed either by tradition or by good taste.**
4. **The Coast Guard is a branch of the armed forces, as part of the Department of Transportation except when part of the Navy in war or when directed by the President.**

(208) Military courtesy: practice and response

1. **A group of military members not in formation are called to attention by the first person noticing the approach of the senior officer.**
2. When reporting to an officer indoors, not under arms, remove your hat, knock once, and enter when told to. March to about two paces from the officer or from his or her desk. Halt, salute, and report, “Sir/Ma’am, (your grade and last name) reports.” When done, salute, hold it until acknowledged by the officer, perform the appropriate facing movement, and depart. **Salute upon entering and before leaving the office.**
3. **You should salute an officer when you’re walking on a public street and when you approach an officer you know well. You do not need to salute an officer when you are a member, but not in charge, of a work detail or when an officer speaks to you while you are in ranks.**

Unit 3: The Air Force Uniform

(3-1) WEARING THE UNIFORM

(209) Proper wear of the Air Force style uniform

1. The conformity in style of dress is the basis for the standard appearance among CAP members.
2. CAP members who do not comply with the CAP regulations will be prohibited from wearing the military-style uniform.
3. CAPM 39-1 Civil Air Patrol Uniform Manual describes each item of the military uniform and prescribes how to wear it.
4. CAPP 151 Standards, Customs and Courtesies establishes policy for when the uniform may or may not be worn.

(210) You are NOT authorized to wear of the Air Force style uniform—according to CAPP 151, *Standards, Customs and Courtesies*

1. More than one hour following the close of the activity, except for travel time to and from such activities.
2. At any meeting or demonstration considered advocating acts of force or violence to deny others their rights.
3. When participating in activities such as public speeches, interviews, picket lines, marches, rallies, or any public demonstration not approved by the Air Force.
4. During or in connection with the furtherance of private employment or commercial interests in which an inference of a conflict of interest can be drawn.

(211) Service uniform combinations

1. The minimum basic uniform is short-sleeved light blue shirt/blouse, dark blue trousers/skirt or slacks, blue belt, blue flight cap, black shoes, socks/neutral hose, and insignia. Females may wear a handbag.
2. The skirt length will be no shorter than the top of the kneecap nor longer than the bottom of the kneecap.
3. BDU's require black combat boots.
4. For the service cap, the large sized cap insignia must be placed in the precut hole and the cap worn squarely on the head with the insignia perpendicular to the ground.
5. The flight cap is worn slightly to the wearer's right with the vertical crease of the cap in line with the center of the forehead, in a straight line with the nose. The front edge of the cap will be approximately one inch above the eyebrows in the front.

(212) Accessories and outer garments

1. U.S. lapel insignia is worn on both lapels of the blue service coat. The bottom of the letters should be horizontal with the ground and halfway up the collar seam, resting on the seam but not over it. The US lapel insignia should be kept free of tarnish.
2. Embroidered epaulet grade insignia and the wing patch are mandatory on the raincoat when in uniform.
3. The bottom length of the overcoat should extend two inches below the bottom of the kneecap.

4. The BDU field jacket must display the cloth Civil Air Patrol tape centered immediately above the left breast pocket, and the cloth name tape centered immediately above the right breast pocket.
 - If you are wearing the BDU uniform, you may make only essential stops enroute to and from the duty performance site.
5. Footwear
 - If you are male, you must wear plain black low quarter shoes or black combat boots and plain black socks with all service uniform combinations.
 - If you are female, you wear pumps or oxfords, sometimes called low quarters, with the service uniform combinations.
 - If pumps, soles must not exceed ½ inch. Heels must be between 1 and 2 ½ inches, measured from the inside of the heel.

(213) Standards of dress and personal appearance

1. Standards consist of four elements: neatness, cleanliness, safety, and military image. Military image is a subjective, but necessary element of that standard.
2. Military Image is the only one of the three that is subjective, but necessary.
3. **If you have a weight condition that substantially detracts from the military image, you are not in compliance with the weight standards in CAPM 39-1 and you do not meet the standards of personal appearance required by this regulation. As a result, you will be restricted from wearing the military style uniform.**
4. Metallic insignia, badges, belt buckles, and other metallic devices must be maintained in their proper luster and condition.
5. Pencils, pens, watch chains, jewelry, handkerchiefs, combs, cigars, cigarettes, and pipes, watch chains and sunglasses must NOT be worn or carried exposed on the uniform.
6. You may wear a wristwatch or identification bracelet if it is neat and conservative in appearance.
7. Males' hair must be clean, well groomed, and have a tapered appearance on the sides and back. It must not contain excessive amounts of grooming aids. Hair must not touch ears or eyebrows when combed, and only the closely cut hair on the back of the neck may touch the collar. Regardless of hair style, hair must not exceed 1 ¼ inches in bulk and must not exceed ¼ inch at the termination point. Hair must not extend in front below the back of properly worn headgear, and it must not contain any foreign items.
8. If a mustache is worn, it must be neatly trimmed. It must not extend downward beyond the lip line of your upper lip or sideways beyond a vertical line drawn upward from the corners of your mouth.
9. Beards and goatees are prohibited.

(3-2) CIVIL AIR PATROL AWARDS AND DECORATIONS

(214) Wear of CAP awards and decorations

1. Awarded for heroism or achievement. Only the Bronze Star is awarded for both.
2. Except for the Medal of Honor (neck decoration) and foreign decorations, all medals and ribbons must be the same size.
3. Order of precedence: the highest must be nearest to the lapel on the top row. Other ribbons or medals must follow with the highest going from the wearer's right to left.

4. Consult CAPM 39-1 to determine the order of precedence when wearing more than one ribbon.

Unit 4: Health and Fitness

(4-1) EXERCISE AND NUTRITION

(215) Different types of exercises and their benefits

1. **Anaerobic activity is the opposite of aerobic activity. During aerobic activities, the body is able to supply enough oxygen during the activity to meet the energy demands of the exercise. In an anaerobic activity, the oxygen supply doesn't meet the oxygen demand.**
2. **Aerobic activity provides the most significant benefit to the heart.**
3. Aerobic capacity is the ability to supply oxygen to the cells.
4. **Aerobic capacity is the best single indicator of cardio-respiratory fitness.**
5. **Good aerobic fitness activities include cycling, running, and swimming.**
6. Foodstuffs, primarily glucose and fats are broken down to release energy.
7. In anaerobic metabolism lactic acid is also formed.
8. Anaerobic activity (such as weight training) builds muscle fitness.

(216) The importance of nutrition to a healthy lifestyle

1. **Five major food groups: bread, fruit, vegetable, milk, and meat.**
2. The best way to lose weight is by diet and exercise.
3. **Carbohydrates make energy for the brain and nervous system.**
4. **Proteins repair and build body tissue.**

(4-2) STRESS, TOBACCO, AND ALCOHOL

(217) Causes of stress and the importance of stress management

1. Caused by our body's initial chemical "fight or flight" response to our perceived demands.
2. Physical effects are increased heart rate, muscle tenseness, increased blood pressure, blood withdrawing to the body trunk.
3. The first, most important, step in stress management is learning to recognize the causes of stress in our life.

(218) Tobacco and smoking

4. **Smoking causes nicotine to increase adrenaline two to four times. This means that your heart quickens, your blood pressure rises, and your heart demands more oxygen in response to this additional chemical stress on the body.**
5. **Ways to quit smoking are behavior modification, counseling, medical treatment, tobacco cessation classes, nicotine patches, and "cold turkey."**
6. **Cold turkey is believed to be the most successful and simplest way to quit smoking.**

(219) Alcohol use and abuse

1. **Alcoholism is defined as a psychological or physical dependence on alcohol.**
2. **Alcohol significantly reduces coordination, vision, reflexes, and clear thinking for driving and other activities.**
3. **If you are going to drink, you can improve your ability to drive by giving your body time to get rid of the alcohol before driving.**

4. Reduce affects of alcohol by getting rid of the alcohol before driving by eating before or during drinking, drink slowly (about one drink an hour or less), stick to your definite limit of consumption.

Volume 3 - Communication Skills

Unit 1: Communication Fundamentals

(1-1) THE BASICS OF COMMUNICATION

(400) Concept and scope of communication

1. **Purpose of communications is to express ideas – to convey thoughts and feelings between people.**
2. Important because it is the basis of our relationship with people.
3. **Broad in scope—including social, professional, and governmental environments.**
4. Includes sending and receiving thoughts and feelings.

(401) Three approaches to communication

5. **Self action (good)—one-way, a means of manipulating others. Focuses on message transmission.**
6. **Interaction (better)—implies a reciprocal influence. The receiver response is an integral factor in communication**
7. **Transaction (best)—focuses on meaning sharing. Sees all participants as perpetual communicators, constantly transmitting, organizing, and interpreting verbal and nonverbal messages.**

(1-2) THE SIX-STEP PROCESS

(402) **Analyze purpose and audience—first and most important step in writing or speaking; without it your effort may be misguided and time-consuming.**

1. **A clear purpose simplifies communication.**
2. **Knowing the audience is just as important as purpose; it guides your efforts in terms of their needs, desires, and habits. It helps to ensure your writing or speaking gets the desired results.**

(403) **Conduct the research**

1. **Can use 3 by 5 cards, notebook, or computer software to record your data.**
2. **Keep your biases in mind so it does not dominate your research and undermine the validity of your presentation.**

(404) **Support your ideas**

1. **Support data consists of statistics, quotes, examples, definitions, testimony, and paraphrasing.**
 - Use various types
 - Be specific
 - Be relevant
 - Be accurate
2. **Citing sources—builds credibility. Readers or listeners may not accept your information unless they know where your information came from or the qualifications of your source. The number of sources depends on purpose and audience.**

Problem

Passive voice

Big rather than small words

Writing to impress rather than express

Lack of personal pronouns.

Solution

Use credible, logical support.

Organize for a smooth logical flow.

Use simple, direct words.

3. Development is putting your data together to build a convincing presentation.
 - Logical
 - Objective
 - Complete and convincing
- (405) Get organized
 1. **Basic framework—introduction, body, conclusion.**
 2. Pattern—geographic, alphabetical, etc. to move systematically through ideas.
 3. **Outline—first step is to identify main ideas, group minor ideas beneath them, then make the outline.**
- (406) Draft and edit with English that is alive. Techniques of writing directly and simply
 1. Paragraphs include a topic sentence that focuses on the purpose of the paragraph and helps the reader understand the paragraph's subject. Write sentences that support the topic sentence. **End the paragraph with a transition that logically ties the paragraph's ideas together, leads the reader from one point to the next, points out the relationships between ideas, and smoothes the way for the reader.**
 2. Develop the first draft writing the body first, then the introduction. Introduction contains a purpose statement and overview. The body supports the message. **The conclusion is your last chance to convince the audience. It should include a summary and a closure.**
- (407) **Fight for feedback – the final step**
 1. **Get coworkers to help.**
 2. **Swallow pride. Seek criticism to give your communications a better chance of success.**

Unit 2: Barriers to Effective Communication

(2-1) IDENTIFYING COMMUNICATION BARRIERS

- (408) Organizational barriers
 1. **Formal communication is established by position authority as reflected on the organizational chart and informal communication is based on social relationships.**
 2. The only reason for status is to help get the job done.
 3. Because of many levels of organization, formal communication is subject to distortion and aging.
 4. Failure to recognize and encourage communication flow causes it to break down.
 5. **Most organizations have well-defined channels for downward communications in the status hierarchy to exercise authority from supervisor to subordinate. Lateral communication helps integrate and coordinate. Upward communication helps feedback and is often the measure of effective communication.**
- (409) Language barriers
 1. **Language barriers may be present in both written and spoken communication.**
 2. **Speaking “down” to people may be just as much of a language barrier as overuse of “intellectual gobbledygook.”**
 3. It's easy to recognize a new word and look it up but it's often difficult to recognize different meanings of words already familiar to you. Social changes shouldn't be overlooked in your choice of language.

(410) Psychological barriers—people have four basic needs: **a feeling of security, an opportunity for advancement, the desire to be treated fairly, and the realization that the work is both useful and important.** (**Desire to be the best** is NOT a basic psychological need.) Without them they will not be satisfied.

1. **Everyone withholds information.** By natural gravitation, rumors fill the information vacuum and **creates communications problems between coworkers, supervisors and subordinates.** Providing information minimizes difficulties rumors cause.
2. **Group interest is healthful in any organization and good for morale, but clique membership can become more important to its members than the mission. They thrive on the information vacuum, often in a geographical or specialization isolation atmosphere.**

(411) Managerial barriers

1. Need a common goal and be willing to listen to evaluate opposing viewpoints. Need to agree on what is to be done and how it is to be done.
2. **Managerial ideas must be transmitted and accepted.**
3. **Mutual understanding (coordination) between units, supervisors and subordinates, and coworkers is essential.**

(2-2) OVERCOMING BARRIERS

(412) Overcoming the barriers

1. **First step is make a communications policy that defines lines of responsibility and authority, establishes communication channels, provides a climate for communications and keeps people informed.**
2. **Communications is often a give-and-take matter, as in a group conference.**
3. Next, increase writing and speaking skills. When you relay an idea to a subordinate, it should stimulate action that will further the mission.
4. **(Conducting research is NOT a way of overcoming barriers to communications.)**

(413) Principles of good listening

1. **Listening is an active process that engages a person's reasoning and thinking skills.**
2. Listening means hearing, comprehending, and remembering. Problems remembering stem from problems concentrating in the first place. Concentration is on-going; it just needs to be channeled on the same path as the speaker or writer.
3. **Good listening habits are: get ready to listen, take responsibility for listening, listen to understand and not to refute, control the emotions, listen for main ideas, be mentally agile, and take notes.**
4. **Get ready to listen by arriving before the speaker begins. Be physically relaxed and mentally alert. Put away extraneous material, be seated, tune out distracters, prepare to take notes and prepare mentally.**

Unit 3: Speaking and Writing

(3-1) SPEAKING

(414) Nonverbal communication

1. **Stage fright symptoms are increased heartbeat, heavier or irregular breathing, and dry mouth.** Symptoms may also include a feeling stiff in the lips, blushing, sweating, mildly shaking hands and knees, cold and clammy hands, and twitching of the face or eyes.
2. **Causes of stage fright are fear of failing, under evaluation of one's ability, lack of preparation.**
3. **Good eye contact commands attention, enhances credibility, and increases nonverbal feedback.**
4. **Controlled movements increase confidence and add meaning to what you say.**

(415) Verbal communication

1. **A speaker's rate depends on quantity (the length of time it takes to utter a sound within a word) and pauses (the cessation of sound between words).**
2. **It is important to dry run the speech to practice the presentation in front of a critical listener.**
3. **Emphasize extemporaneous (prepared in advance but given without notes or text) and impromptu speaking.**

(416) Effective briefings—has three virtues: Accurate, Brief, Clear - ABC.

1. **Briefings are organized with an introduction, body, and conclusion.**
2. **One way to avoid oversimplification in the body is to prepare a folder of "documentation" for listeners to refer to after you have spoken.**
3. **Types of briefings—inform, persuade, staff briefing and manuscript briefing. (Self-test question 416-2 on page 3-21 does not match with the answer provided on page 3-29.)**

(3-2) WRITING

(417) The principles of effective writing

1. Preparation—pick a type, clarify purpose, find and limit subject.
2. **Steps in organizing to write are list specific ideas, group ideas, pick a pattern, and develop an outline.**
3. **Three essential elements in a paragraph—main idea, support for main idea, and transition.**
4. **Edit a few hours or a few days later, and edit three times—content, flow of ideas, readability and mechanics. Read backward to catch spelling errors and do not expect the typist to be the proofreader.**

(418) Writing formats and publications

1. **Four characteristics of a well written letter—shortness, simplicity, strength, sincerity.**
2. Never sacrifice clarity and accuracy for brevity.
3. **The writer of a dictionary is a historian, not a lawgiver.**
4. **The *Tongue And Quill* shows formats of many common types of Air Force correspondence and the mechanics of writing in general.**

Unit 4: Civil Air Patrol Information Age

(4-1) MODERN INFORMATION SYSTEMS

(419) Internet – stands for INTERconnected NETworks

1. **Originated as the Advanced Research Projects Agency Network (ARPANET).**
2. **The purpose of ARPANET was to connect scientists around the world and to research how to use networks of computers.**
3. ARPANET wanted to see if it was possible to connect different companies with different operating systems that were far apart.
4. Connects individual networks, creating itself as a network of networks.
5. **The CAP homepage located on the Internet has an address of http://www.cap.af.mil.**
(Has since been changed to www.cap.gov and www.level2.cap.gov but the test may still use the old address.)

(420) Information dominance

1. **Wireless networks employ light or radio-frequency waves to transmit the data signal.**
2. **Global network access services include mid-level, e-mail, and mobile communication.**
3. **Electronic mail (e-mail) has become the preferred medium of communications for academic and research and development communications.**

Volume 4 - Leadership

Unit 1: The Concept of Leadership

(1-1) LEADERSHIP DEFINED

(600) Air Force Definition of Leadership - the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective. There are two fundamental elements of leadership:

1. The mission
2. The people

(601) Roles of Leadership

1. **The officer:** Real leadership is the ability to guide the efforts of others without relying solely on the prestige of position or rank.
2. **The manager:** Management is getting people to do what needs to be done. Leadership is getting people to *want* to do what needs to be done.
3. **The commander:** The challenge of today's commanders is to achieve a balance of strong leadership and strong management.

<u>The Manager</u>	<u>The Leader</u>
Administers	Motivates
Maintains	Develops
Controls	Inspires

(1-2) LEADERSHIP PREPARATION

(602) Prepare yourself to lead: four recommended ways

1. Think about leadership
2. Observe leaders in action - keep a leadership journal
3. Study leadership and the profession of arms
4. Practice leadership - seek feedback from superiors, peers, and subordinates and compare them with your self-rating.

Unit 2: Leadership Qualities and Principles

(2-1) RESPONSIBILITIES TO YOURSELF

(603) Four personal qualities that should be developed by a leader:

1. Integrity—establish a set of values
2. Selflessness—sacrificing personal requirements for a greater cause
3. Courage—strength of character to confront a tough situation head-on
4. Energy—enthusiasm and drive to take the initiative

(604) Principles for the leader

1. Know yourself.
2. Know the job. This does not mean leaders must be experts in all fields; it means he or she knows where to go for expert advice.
3. Set the example with high moral standards through self-discipline. Without it, you can destroy the unit's cohesion and ultimately impair its ability to perform the mission.

(2-2) RESPONSIBILITIES TO YOUR PEOPLE

(605) Essential qualities of a team leader

1. **Loyalty**—a three-dimensional trait that includes faithfulness to superiors, peers, and subordinates.
2. **Commitment**—devotion to duty.
3. **Decisiveness**—a willingness to act.

(606) Leadership principles for the individual

1. **Care for people**: involves empathy and trust
2. **Educate**—includes formal AFIADL-13, on-the-job training, and informal training, exercises, and personal experiences.
3. **Equip**—includes identifying needs, securing funds, and obtaining equipment.

(607) Leadership principles for the team

1. **Communicate**—explaining goals, translating them into reality and getting feedback.
2. **Motivate**—self-motivation is the most powerful form of lasting motivation.
3. **Discipline**. The high USAF and CAP standards must not be sacrificed by neglecting to counsel a member who needs it.
4. **Develop teamwork**. The unit's mission will suffer if each member is "doing its own thing" in isolation.

Unit 3: Leadership Techniques

(3-1) COUNSELING

Counseling is a process whereby a qualified person purposefully assists another person to better handle his or her problems.

(608) Characteristics of a good counselor

1. **Sincerity**
2. **Good listening skills**—achieved only if the counselee does most of the talking – so the counselor must do most of the listening.
3. **Integrity**

(609) Effective methods for counselors

1. **Counselor-centered**: counselor assumes the initiative and carries a major part of the responsibility for problem identification and resolution.
2. **Counselee-centered**: counselor's participation is minimal, and the techniques of reflection and acceptance are used to encourage the counselee to freely express himself. This method should be used most often.
3. **Effective counseling techniques**
 - **Questioning**—avoid "why" and closed-ended questions (with yes/no answers).
 - **Encouragement**
 - **Nonverbal behavior**—body language and tone of voice.

(3-2) MOTIVATION

(610) Maslow's hierarchy of needs

1. **Physiological** – person's first priority is to sustain their lives or physiological needs.
2. Safety
3. **Belonging**—membership in society (such as in a CAP unit), interest groups, or personal relationships.
4. Esteem
5. **Self-Actualization**—highest level of motivation need. (Self-test answer key says "esteem" is the correct answer. According to the text this is incorrect.)

(611) Cohesion

1. Brings out collective desire to excel
2. **Demonstrated through attributes of pride, morale, enthusiasm, and high expectations.**
3. **Low expectations, communicated through less attention, directly retard motivation and disintegrate unit cohesion**
4. **The CAP cadet recognition program is a prime example of setting high expectations.**

(612) Empowerment

1. **Successful empowerment requires the supervisor's direction, knowledge, resources, and support.**
2. Begins with building and keeping subordinate's and coworker's self-esteem through encouragement and constructive feedback.
3. **Delegation is a subset of empowerment. Empowerment is a big picture. Delegation is a specific task. Empowerment makes people responsible for the overall job and delegation only gives responsibility to complete the task.**

(3-3) PROBLEM-SOLVING

(613) "Six"-step process

1. **Recognize the problem.**
2. **Gather data.**
3. **List possible solutions.**
4. **Test possible solutions.**
5. **Select the best possible solution.**
6. **Implement the problem solution.**
7. **Outcome evaluation (added by Dr. Patricia Miller)**

(614) Len Daley's ReadAct model – people can be put into categories based on their ability to accurately **read**, or sense what is going on, and **act**, or make things happen.

1. Read is to sense what is going on with the people or situation. Act is to make things happen with the correct resources and methods.
2. **Grumbler** persons clearly read the situation, but lack the desire to act.
3. **Dangerous** persons are always ready to act, but they lack the ability to read clearly. Dangerous because they can enthusiastically rally many others to blindly follow – thus the blind leading the blind.

(615) Boyd's OODA loop, a continuing cycle of four distinct tasks—**observe, orient, decide, act.**

(616) Decision-making techniques—speed and accuracy are critical to winning. The four most common forms of making decisions are:

1. Directive
2. Vote—appropriate when time is a factor and the results are inconsequential.
3. Compromise
4. Consensus—shared decision-making based on collaboration.

Unit 4: Leadership Styles

(4-1) DYNAMIC FOLLOWERSHIP

(617) Importance of dynamic followership

1. Kelly said leadership and followership share these qualities: self-management, commitment, competence, focus, courage, honesty, and credibility.
2. Kelly said only by leading by example can good leaders cultivate followers as independent, active, and critical thinkers.
3. Gilbert said leadership and followership both share these behaviors: “can-do” attitude, dependability, professionalism, and teamwork.

(4-2) SITUATIONAL LEADERSHIP

(618) Follower’s development level—identify the task, assess the follower’s developmental level of the follower with respect to the task, match leader’s behavior to match follower’s developmental level.

1. The follower’s level of competence and commitment transitions from low to moderate to high as the follower becomes dynamic with each task.
2. Low competence and high commitment initially—requires directive leadership style.
3. Moderate competence and moderate commitment next—requires coaching, then supportive (two-way communication) leadership style.
4. **High competence and high commitment last—requires delegating leadership style.**

(619) Changing roles

1. The directing style is characterized by one-way communications with the leader defining the roles of followers and telling them what, how, when, and where to do various tasks.
2. In the coaching style, most of the direction is still provided by the leader. The leader attempts to get the follower psychologically to buy into the decisions.
3. **In the supporting style, the leader and follower now share in decision making through two-way communications; the leader facilitates since the follower has the ability and knowledge to do the task.**
4. The delegating style involves letting the follower run the show. The leader delegates since the follower is both willing and able to take responsibility for directing his or her own behavior.

(620) Delegating authority

1. **Unity of command results in better coordination and clearer understanding of authority and responsibilities.**
2. **Delegation transfers authority and responsibility to a subordinate, but the supervisor’s responsibility to their own superiors do not diminish as a result of delegating parts of their authority to a subordinate.**

3. **Abdication** occurs when the supervisor dumps a task on the subordinate and then holds him or her accountable for the performance of the task while giving him or her no guidance.
4. Tasks not to delegate are morale and welfare of the organization.
5. **Delegation** benefits supervisor by freeing the supervisor to build teamwork, scheduling, motivating, coaching, leading, training, control results, coordinate jobs, focus on the big picture.
6. **Delegation** benefits subordinates by encouraging higher achievement.

Unit 5: The Leader and the Group

(5-1) QUALITY AND THE LEADER

(621) Definitions and principles

1. **Total Quality Management (TQM)** is “a set of principles, tools, and procedures that provide guidance in the practical affairs of running an organization.”
2. **Total Quality Management** is tailored to the Air Force mission and called **Quality Air Force principles (QAF)** are a leadership commitment and operating style that inspires trust, teamwork, and continuous improvement everywhere in the Air Force.
3. **A team using TQM is called a Process Action Team.**
4. The principles include product, process, leadership, commitment, and organization, where organization is the central pillar.
5. **Benchmarking** is measuring against **a peer organization that is clearly excelling in mission performance.**

(622) Process improvement

1. **Continuous Improvement Process/Plan (CIP)** is a **7-step** systematic approach to plan, sequence, and implement improvement efforts.
2. **One effective analysis tool to identify root causes is to use the five Why's.**

(5-2) ORGANIZATIONAL EFFECTIVENESS

(623) Goal—a desired end-state.

1. **Effective goals** provide direction, define criteria for evaluation, lend legitimacy, and **prescribe organizational structure.**
2. **Strategic goals** provide overall direction at the national level. They define in broad terms the nation's desired end-state.

(624) Functions of management—**first three prepare the organization for action.**

1. **Planning**
2. **Organizing**—includes span of control, **functional grouping** (which leads to efficiency and economy of operations), unity of command, delegation of authority.
 - a. **Span of control**
 - b. **Functional grouping**
 - c. **Unity of command**
 - d. **Delegation of authority**
3. **Coordinating**
4. **Directing**
5. **Controlling**—the formal measurement and analysis of actions at established checkpoints.

(5-3) GROUP DYNAMICS

(625) Team stages

1. **Forming—transition from forming to storming** requires giving up comfort and face risks of possible conflicts.
2. Storming—define goals and objectives. Transition requires committing to group's purpose, not your own.
3. **Norming—share ideas and constructive criticism.**
4. **Performing—unity, high spirits, mutual acceptance, high cohesiveness.**

(626) Effective meeting techniques—people who break down the success of meetings are **“meeting robbers.”**

1. **Catalysts to maintain an effective meeting:**
 - a. **Focus**
 - b. **Cohesion**
 - c. **Atmosphere**
 - d. **Procedures**
 - e. **Task behaviors** include initiating, seeking information or opinions, giving information or opinion, clarifying and elaborating, summarizing, and consensus testing.
 - f. **Maintenance behaviors** include harmonizing, gatekeeping, encouraging, compromising, and standard setting and testing. (**Gatekeeping includes helping to keep communications channels open; facilitating participation; suggest procedures that permit sharing remarks**)
2. **Barriers are participation patterns, cliques, atmosphere, hidden agendas, compromise, and self-oriented behaviors.**
3. **Task behaviors**

(627) Supervisory skills as defined by Wilkerson and Short:

1. **Recognize coworker standards**—their “informal” standards are directly related to productivity and positively related to morale and career intentions. They are related to the clarity and specificity of performance standards and the coworkers' understanding of what is expected of them on the job. They are not related to goal or task difficulty.
2. **Provide training.**
3. **Provide feedback—the primary purpose is to help the subordinate.** The more frequent the feedback, the higher the morale. If reprimands are necessary, they can be effective with experienced, capable, and motivated subordinates. Separate the person from the behavior.
4. **Encourage professional development – helps prepare subordinates growth so they can assume supervisory responsibilities.**

(5-4) LEARNING LEADER

(628) Building a learning organization

1. Training
 - a. **Three forms - formal (such as Professional Military Education), informal, and experience training.**
 - b. **Hands-on experience tends to have more lasting effects of increasing depth of knowledge.**

2. Leading learning—most powerful ways that leaders can influence the behavior of people in their organizations:
 - a. Modeling—appreciation supervisors have for their personal experiences
 - b. Mentoring—set learning agendas, provide challenging assignments to encourage risk-taking, and share lessons learned
 - c. **Managing** – institutionalize the learning process in order to sustain the competitive edge (example – CAP’s Professional Military Education)
 - d. Monitoring – provides a routine avenue for timely feedback

Unit 6: Officership and the Leader

(6-1) WHAT IT MEANS TO BE AN OFFICER

(629) History of military professionalism

1. **During the Time of Antiquity, the Great Captain organized large armies, planned campaigns, and led his troops to successful execution of the campaigns.**
2. In the Middle Ages cavalry dominated the battlefield.
3. **In the Early Modern Period, infantry, technology, and opening officership to the middle class, displacing the nobility, characterized this period.**
4. **In the Modern Period Prussians defined officer requirements and established the Kriegsakademie, or War Academy.**

(630) Officer obligations and responsibilities

Priorities of obligations are mission, higher headquarters, collateral units (networking), unit welfare, individuals, self, community, and acting decisively. Given these competing responsibilities, mission is an officer’s top priority.

(631) **Duty, honor, country—duty to motivate people to accomplish the mission, honor through moral integrity (moral code of conduct), service to country above self. General MacArthur’s speech to the West Point Military Academy cadets in 1962.**

(6-2) INTEGRITY AND ETHICS

(632) Integrity of a leader

1. Cannot be taught, but could be led by example.
2. **Reporting and documenting inaccuracies was the most frequent situation where people were pressured into a compromising situation.**
3. **Setting an example through consistent demonstration of personal commitment to the individual, team, and organization is the clearest opportunity for a leader to excel.**

(633) Military ethics

1. **Using rank or position in the private sector can lead to a conflict of interests and could be construed as military, AF, or CAP endorsement.**
2. **You should not make or solicit contributions for gifts to superiors.**
3. **According to Chaplin Mahoney, the three categories describing ethical pressures are:**
 - a. **Rule-oriented obligations**
 - b. **Goal-oriented aspirations**
 - c. **Situation-oriented demands**

(6-3) PROFESSIONALISM

(634) Emergence of a profession

1. **American military was isolated and often rejected by American society initially, and in the post-Vietnam era.**
2. **Americans serve the military profession for different and sometimes conflicting reasons.**
 - a. **Calling**: Implies an unlimited liability demanding total and almost unconditional subordination of the individual for the good of the group. **Service above self**.
 - b. **Occupation**: Wearing the uniform for prestige. **The Air Force has emphasized “service before self” in an attempt to stifle careerism and raise job performance to a calling.**

(635) Special trust and confidence

1. **Suggests a blueprint for a self-policing of the officer corps, something the officer corps must do for itself.**
2. **CAP Motto: Semper Vigilans (Always Vigilant) - means always be vigilant in policing ourselves as CAP officers.**